Role of Pradhan Mantri Kaushal Vikas Yojana in Promoting Employability Skills in Haryana State

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Synopsis

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Introduction

Skill is considered as most important initiatives of the Government of India. It helps to build a future needy skill workforce. It aims to train over forty crore people with different skills by 2022. In the world, India has one of the youngest population profiles, with over 65% of its population below the age of 35 years. Most of the peopledo not have sufficient knowledge about the modern technology. The skill development programme is a powerful weapon to develop creative skills and technical training among the young population of the country. It helps the youth to enhance self-development and self-entrepreneurship qualities by providing training in different activities.

Employability Skill

Employability skills can be defined as the convenient skills needed by an individual to make them employable. As per the India Skill Report 2019, employability has been increased from 37% to 47.38% in last 5 years. Along with good technical understanding and subject knowledge an employer wants various types of skill from his employees i.e. communication and interpersonal skills, problem solving skills, using your initiative and being self-motivated, working under pressure, organizational skills, team working, ability to learn and adapt. Thus we can say that employability fully depends on knowledge, skill and attitudes, how you use those assets and how you present them to employers.

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is a flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). This scheme was launched on 16 July 2015. The purpose of the scheme is to develop the aptitude of employable and existing daily earners towards skill development. The objective of this Skill Certification Scheme is to facilitate a vast number of Indian youth to take up industry-relevant skills training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL).As Shri Narendra Modi (Prime Minister of India) on Red Fort, Delhi, 15th August 2014 stated "**Skilling is building a better India. If we have to move India towards development, then skill development should be our mission."** LikewiseShri Rajiv Pratap Rudy, Minister of State (Independent charge) for skill development and entrepreneurship also stated**"We are a young nation. Our youth is our strength. The**

world and India need a skilled workforce." In this view on January 15,2017, 1100, training centers have been on-boarded under PMKVY (2016-2020).

Key components of PMKVY

- Short term training
- Special projects
- Recognition of Prior Learning
- Kaushal & Rozgar Mela
- Standard Branding & Communication

Skill Development

Skill is the ability of doing well in the preferred and trained area and skill development is the act of bridging the gap between existing skills and required skills. It is very necessary not to fulfill the present job requirements but also for the future growth and development. A skill development programme must have the qualities to cope up with the present as well as future needs and challenge. **As the report of the sub-group of Chief Minister on Skill Development (September 2015) highlighted that** Skill development must have the linkage with social and economic development goals and programmes like "Make in India," "Digital India," "Swachh Bharat," and Smart Cities."

Statement of the Problem

As the report published by Annual Employability Survey 2019 stated that 80 percent of Indian engineers are not fitted for the job as per the industry requirements. Most of the Indian youth is facing unemployment problem due to the lack of required proficiency about the job knowledge. To fill the gap people are joining the training centers run under the Skill India Program to avail the benefits of the completed course. In this course of action they might have faced some problems. The proposed study aims to know the perspective of trainees and training partners.

Sector Wise Skill Councils

Thirty two types of sector may be involve under this scheme Pradhan Mantri Kaushal Vikas Yojana these are

1. Agricultural Sector Skill Council of India
2. Apparel, Made-Ups, Home Furnishing Sector Skill Councils
3. Automotive Skill Development Council
4. Beauty & Wellness Sector Skill Council
5. BFSI (Banking, Financial, Service and Insurance) Sector Skill Council of India
6. Capital Goods Skill Council
7. Construction Skill Development Council of India
8. Domestic Worker Sector Skill Council
9. Electronics Sector Skill Council
10. Food Industry Capacity and Skill Initiative (FICSI)
11. Furniture and Fitting Skill Council
12. Gem and Jewellery Skill Council of India
13. Handicraft and Carpet Sector Skill Council
14. Healthcare Sector Skill Council
15. Indian Iron and Steel Sector Skill Council
16. Indian Plumbing Skill Council
17. Infrastructure Equipment Skill Council
18. Information Technology/Information Technology Enabled Service Sector Skill Council
19. Leather Sector Skill Council
20. Life Sciences Sector Skill Development Council
21. Logistics Sector Skill Council
22. Media and Entertainment Skill Council
23. Mining Sector Skill Council of India
24. Power Sector Skill Council
25. Retailers Associations Skill Council of India
26. Rubber Skill Development Council
27. Skill Council for Green Jobs

28. Skill Council for Persons With Disability
29. Security Service Skill Council
30. Telecom Sector Skill Council
31. Textile Sector Skill Council
32. Tourism & Hospitality Sector Skill Council

Review of Related Literature

Palit (2009) in the study on "Skill Development in India: Challenges and Strategies" found that higher education capacities in India are unevenly distributed across the country. India's present formal technical training infrastructure is much more restricted than the necessities. Specific technical training is available for different disciplines within the broader ambits of agriculture, engineering, and technology. The study highlighted that 90% of the diploma programmes and 80% of the certificate training programmes are in engineering subjects. The researchers used various factors, such as share of different disciplines in India's higher education institutions.

Khan, Khan, and Khan (2011) in the study on "Impact of Training and Development on Organizational Performance" focused on training and development, on the job training, training design and delivery style on organizational performance. The main objective of the study was to identify how the training increases the employee performance. The data were collected from 100 respondents and based on primary as well as secondary sources. The researcher used descriptive statistics and Z-test for analysis. The researcher found that on the job training is very effective and it also saves time and cost.

Okada (2012) in the study on "Skills Development for Youth in India: Challenges and Opportunities" identified that India is facing very complicated and tremendous challenges in bringing up the skills among youths, for several reasons. The researcher used various factors such as challenges facing skills development efforts, large youth population, the estimated population of India by age group, the structure of the labor market in India, distribution of rural and urban workers in India, value-added as percentage of GDP, trends in apprenticeship in India, enterprise-based training, recent development in skills development for the youth. The researcher suggested that India must increase its investment in education and training for youth, to support industrial development.

Bhiwa (2012) in the study on "skill development- An Engine of Economic Growth" defined the current scenario of the education system in India and highlighted the role of skill development in economic growth. The study exploredvarious factors such as the UN Human Development Index of G 20 countries, part of skill development for economic growth, Government Initiative for skill development, the National Skill Development Corporation, National Knowledge Commission and SEBI.

Punjani (2014) in the study "A study on the requirement of skills development for the success of Make in India project" highlighted that the economy could become more productive, innovative and competitive through the existence of more skilled human potential. The data were collected from secondary sources and used descriptive research design for this research. The main finding of the study reveals that only 10% of the Indian workforce have formal training.The study concluded that the existing skill development policy in India needs urgent treatment.

Yadav (2014) in study "Skill Development Initiatives in India: Challenges and Strategies Concerning Vocational Training Initiatives in Maharashtra" defined the various issues like unplanned rural-urban migration, population growth, high school dropout rates. The researcher studied the factors, i.e. seating capacity, vocational education, management & governance, faculty development, and industry participation. The researcher suggested that to introduce private management of institutions in a phased manner is necessary to improve employability skills.

Misra (2015) in study "Skill Development: A way to Leverage the Demographic Dividend in India" examined that how to create a skilled labor force through effective use of a scheme of Government of India to train 500 million people by 2022. The main objectives of the study were to understand the present skill development policy initiatives in India and find to out the ways and means to produce world-class skilled manpower domestically through effective use of skill development schemes of Government of India. The researchers used various factors such as pathways to address the problem, policy alternative to status point of view, national skill development agency, national skill Development Corporation, and existing skill delivery framework of India, restructuring of skill development mission and proposed structure of skill development mission. The study concluded that there are lots of challenges in the way of

achieving target such as the quality of training, standardization of curriculum, recognition of course globally, etc.

Deka and Batra (2016) in study “The Scope of Skill Development, Employability of Indian Workforce in Context of Make in India: A Study” highlighted the mismatch of existing skills and required skill and also identified the skill development measures to bridge the gap of existing skills and required skills of workforce and labour force in India through extensive literature survey. Researchers also discussed various challenges faced by skill development initiatives in India. The study found that the overall status of skill capacity available, skill requirement, skill gap and initiative taken by Government of India for skill development.

Mishra (2016) in study “Skill Development and Employment Generation in India” highlighted the present status of skill development and employment generation in India and also critically measured the challenges in skill development with a view to meet the skill and manpower requirement by 2022. The researchers used various factor such as level of education and employment of labour force, unemployment rate among youth (15-29), recent initiatives on skill development, national policy on skill development and entrepreneurship and national skill development mission. The researcher concluded that the skill development is critical for achieving faster, sustainable and inclusive growth as it provides decent employment opportunities to the growing young population.

Aggarwal (2016) in the study "Central Pillar of Employability: Skill Development" defined the present skill capacity and the challenges faced by skill development system in India along with their solutions. The researchers used various factors such as demand & supply mismatch, geographical problem, low educational attainment, vocational training, and skill development for women and found that both the government and its partner agencies has launched various procedures for the effective implementation of the skill development system in the economy.

Pandey (2016) in the study “Improvising Skill Development & Employability Potential through Higher Education, Research & Innovations in India” highlighted livelihood programmes run by Govt. of Rajasthan under “Make in India trails. The research discussed the current scenario on skill development programme, vocational education and women, private and public sources of skill development, initiatives under Ministry of Skill Development and Entrepreneurship. It

discussed the significance of bringing the higher education system under the umbrella of NSDC (National Skill Development Council), UGC and Make in India. Study recommended the shift in the skill development sector, in favour of innovations, improvements and high quality training.

Shrivastav and Jatav (2017) in the study "An Analysis of Benefits and Challenges of Skilling India" examined the difficulty to fill up the jobs is 48%, which is above the global standard of 34% in 2012. The primary objective of the study was to analyze the Indian experience of skill development, and the secondary purpose was to analyze the challenges faced for skill development in terms of financial resources. Researcher highlighted that 80% of the entrants into the workforce do not have an opportunity for skill development training. The study is descriptive in nature and data collected from secondary sources. The researchers suggested that there should be a certain amount of stipend for vocational students, which will encourage the students to opt for professional training.

Pandey and Nema (2017) in the study “Skill Development Strategy and Employability of Workforce in India (Make in India Movement) defined the employability and skill development concept by using Make in India. The main objective of the study was to analyze the assistance of skill development programme to bridge the gap of prevailing skills and needful skills of labour force in India. The study revealed a huge gap between the demand and supply of trained workforce based on the information collected. The study found that the make in India can engender job prospects with new industrial skill demand in India.

Kumar (2018) in their study on "Skill Development in India-Present Scenario and Challenges" examined the skill India campaign along with make in India, Pradhan Mantri Kaushal Vikas Yojana, and Deen Dayal Upadhyaya Gramin Kaushal Yojana for the skill development of growing youth. The main objective of the study was to know the present scenario of skill in India. Thestudy used various factors such as Need for Skill Development in India, Present Scenario of Skill in India, Recent Scheme for Skill Development in India such as PMKVY, DDU-GKY (Deen Dayal Upadhyaya Gramin Kaushal Yojana), STEP (Support to Training and Employment Programme for Women), PMMY (Pradhan Mantri Mudra Yojana). The researcher found that adopting skill as a way of life of the people because without skill face lots of difficulty to sustain and survive in the present context.

Singh, Chandra and Sharma (2018) in study "A Study on Status of Employability Skills among Fresh Engineers in Chhattisgarh" highlighted that fresh engineers are not getting employment, if getting the field is different or with a low salary. The main objective of the study was to identify the opinion of HR-Manager/Team Leader of firms in Chhattisgarh towards fresh engineer's employability skills possession statement-wise. The researcher concluded that the opinion of the respondents about fresh engineers on several employability skills were notably distant from anticipated.

Research Gaps

On the basis of the review of literature, it has been observed that a few researchers have attempted to study various aspects of PMKVY, but no any study has been conducted to identify the issued faced by the certified trainees and training partners. The present study will be conducted in Haryana to examine the effectiveness of the employability skill among trainees and training partners.

Research Objectives

1. To explore the key issues faced by the respondents for implementation of PMKVY scheme
2. To examine the role of training partners in implementation of PMKVY scheme.
3. To examine the effectiveness of the training offered in promotion of employability skills
4. To compare the level of employability skills among the certified (Trainees) on the basis of demographic profile

Research Methodology

Total certified trainees in Haryana are 56217 as on 31st December, 2018 and total training partners under the scheme are 59 which are providing training in different sector skills at 107 places in Haryana. The study will consider four sector skills namely apparel, electronic and hardware, retail and beauty & wellness with highest recorded contribution in placement under PMKVY. The sample size of 550 will comprise certified trainees and trainer partner which will be selected by purposive sampling technique. The data will be collected from primary as well as

secondary sources. Various statistical tools will be used as per the need and objectives of the study.

Tentative Chapter Plan

Chapter -1 Introduction

Chapter -2 Review of Literature

Chapter-3 Research methodology

Chapter-4 Data Collection and Analysis

Chapter-5 Findings and Conclusion

Significance of the Study

The study will be useful for trainees as well as training partners as it will examine the effectiveness of provided training environment and also will explore the various issues faced by the certified trainees and training partner. It will suggest the various areas to improve the training.

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